

## STATE OF SOUTH DAKOTA CLASS SPECIFICATION

**Class Title: Direct Support Professional Supervisor**

**Class Code: 050592**  
**Pay Grade: GH**

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### **A. Purpose:**

Selects, schedules, supervises, mentors, coaches, provides job related education and training, and evaluates Direct Support Professionals (DSPs) assigned to a specific module(s) to ensure treatment plans and appropriate services are provided to individuals with developmental disabilities to enhance their quality of life and community inclusion.

### **B. Distinguishing Feature:**

The Direct Support Professional Supervisor provides appropriate supervision and oversight of individualized support plans, supervises and mentors DSPs, and provides in-service training. The Qualified Developmental Disability Professional (QDDP) is located at a state residential facility supporting individuals with developmental disabilities and is assigned a primary responsibility to develop, coordinate, and monitor all aspects of active treatment provided to each individual on their caseload.

The Developmental Disability Program Supervisor provides appropriate supervision and oversight of treatment, coaches, mentors, and supervises onboarding process of newly hired DSPs and status DSP personnel, implements in-service training, and assists in developing the budget for their assigned program to ensure safe and adequate services.

### **C. Functions:**

*(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions which may be found in positions of this class.)*

1. Supervises DSPs to ensure that the objectives of the work unit are met.
  - a. Interviews and recommends staff selection.
  - b. Provides positive feedback, corrective feedback, and work direction to assess DSPs ability to competently apply learned skills.
  - c. Provides coaching, mentoring, and training for onboarding DSPs.
  - d. Acclimates newly hired DSPs through required onboarding protocols.
  - e. Addresses staff problems and recommends disciplinary actions.
  - f. Conducts performance reviews and completes performance documents.
  - g. Ensures adherence to the procedures, guidelines, and policies of the facility.
  - h. Assists with campus scheduling through the utilization of the scheduling software program.
  - i. Develops module schedules to guide staff in ensuring active treatment plans are followed.
  - j. Approves leave requests and ensures appropriate staffing levels.
2. Conducts in-service and module training to instruct and direct staff in the application of facility procedures for direct care.
  - a. Schedules employees for training.
  - b. Maintains employees' competency training records.
  - c. Supervises and monitors work during training period.
  - d. Provides in-service training.

3. Supervises the implementation of treatment plans to ensure adherence to the

- procedures, guidelines, and policies of the facility.
- a. Monitors compliance with safety codes and Title XIX requirements.
  - b. Maintains documentation required by agency policy and applicable accrediting and licensing bodies.
  - c. Prepares related reports and documentation as required by facility policy, the state, and federal regulations.
  - d. Reviews documentation provided by DSPs to ensure accuracy, compliance, and timelines.
  - e. Implements approved behavioral intervention techniques.
4. Identifies the need for new furniture, equipment, and supplies on the modules to provide a healthy living environment.
    - a. Initiates requisitions for supplies and program materials.
    - b. Ensures that all areas of the module are organized and free from safety hazards.
    - c. Monitors cleanliness of all areas of module (e.g., bathrooms, bedrooms, etc.) to ensure a safe and healthy environment.
    - d. Ensures requisitions are completed for supplies, snacks, special activities/meals, and other activities (e.g., birthdays, holidays, etc.).
    - e. Documents needed repairs on preventative maintenance forms.
    - f. Adheres to established procedures for disposing of surplus state property.
  5. Plans and coordinates work projects and/or extracurricular activities to ensure the individuals attain a healthy living environment.
    - a. Documents and relays information regarding medical appointments or behavioral needs to DSPs.
    - b. Accompanies individuals to appointments as necessary.
    - c. Schedules DSPs to provide adequate coverage for activities.
    - d. Participates in shift change conferences to ensure all activities and issues are communicated.
    - e. Provides direct care duties to ensure modules are adequately staffed.
  6. Evaluates, assesses, teaches, monitors, documents, and records information for recreational interests, preferences, and ability level for those supported.
  7. Provides direct health care for individuals and implements Activities of Daily Living (ADL) programs to ensure good health and hygiene.
  8. Observes, records, and reports behavior and intervenes using approved behavior modification techniques as needed to ensure safety of people and staff and provides supporting documentation for treatment plans and programs.
    - a. Provides support and motivation through interactions with persons receiving supports.
    - b. Participates in close observation of people.
    - c. Redirects unacceptable behavior if possible and applies physical restraint if necessary.
    - d. Utilizes non-violent crisis intervention techniques to defuse potentially violent situations.
    - e. Searches for missing people.
    - f. Serves as a responder during crisis intervention procedures.
    - g. Actively participates as a member of the Crisis Response Team.
  9. Performs miscellaneous duties to carry out cottage/module activities.

- a. Responsible for annual inventory and updating of individual belongings.
- b. Responsible for completion and verification of changes on the nightly census sheets.
- c. Provides supervisory coverage for other cottages/modules when supervisor is gone.

10. Performs other work as assigned.

#### **I. Reporting Relationships:**

This position typically supervises Direct Support Professionals.

#### **J. Challenges and Problems:**

Challenges include supervising DSPs, ensuring proper compliance with approved procedures and treatment plans per the intent of the interdisciplinary teams. This includes managing and addressing inappropriate or inadequate job performance. This is difficult due to employees typically having limited experience working with individuals that have developmental disabilities and the training must be thorough, extensive, and accomplished quickly.

Typical problems include maintaining adequate staffing levels, developing methods to motivate DSPs and supervising staff distributed over an entire program area.

#### **K. Decision-making Authority:**

Decisions include assisting in the selection of staff and justifying selections to the immediate supervisor, scheduling DSP's work schedules, scheduling probationary employees and other unit staff for in-service training, evaluating the work performance of employees, recommending module assignments, addressing any disciplinary concerns and when to conduct in-service training.

Decisions referred include counseling sessions and disciplinary actions as well as interpretations of policies and procedures, scheduling problems regarding in-service training, module coverage and overtime issues, facilitating and organizing meetings, approving individualized support plan goals and revising support plans, medical/health issues, and hiring decisions.

#### **L. Contact with Others:**

Daily contact with individuals receiving supports at SDDC, medical staff to check on individuals health, program responders to report on any behavioral issues, previous and oncoming shifts to exchange information, scheduling coordinator on placement of staff, DSPs to provide immediate positive feedback or corrective feedback, as well as to ensure that DSPs appropriately implement treatment techniques, Behavior Therapists to update on any changes in programs and contact as needed with Bureau of Human Resources regarding staff issues.

#### **M. Working Conditions:**

These positions are required to work on modules with individuals receiving supports at SDDC who exhibit challenging behaviors including physical aggression and self-abuse. Exposed to physical and mental demands including back and muscle strain, kneeling, squatting, twisting and bending; lifting and repositioning individuals who are unable to help

themselves as defined by their medical or therapy plans; performing personal cares and hygiene chores; and working a variety of shifts.

#### **N. Knowledge, Skills and Abilities:**

Knowledge of:

- basic health care;
- the needs of individuals with intellectual or developmental disabilities;
- policies and procedures in place at SDDC for individuals who are intellectually or developmentally disabled;
- effective methods of supervision;
- behavior management techniques, including measures for individual protection;
- the methods and techniques used in the training of developmentally disabled population;
- typical behavior at various levels of developmentally disabled individuals;
- capabilities and limitations of each functioning level of the developmentally disabled;
- techniques used in conducting training programs for developmentally disabled individuals;
- physical and emotional needs of institutionalized individuals.
- CPR and First Aid;
- DSP scheduling process, including the scheduling software system;
- Crisis Prevention Intervention techniques.

Ability to:

- competently utilize the scheduling software system;
- supervise and provide work direction to staff in carrying out unit activities with a person;
- mentor, coach, and train new Direct Support Professionals (DSPs);
- organize and meet timelines;
- exercise discretion and judgement and make sound decisions under pressure;
- monitor, utilize and evaluate the provision of individualized support plans;
- communicate sufficiently to explain individualized support plans to DSPs;
- implement person centered practices;
- recognize and properly react to atypical behavior;
- help developmentally disabled individuals achieve self-help skills, behaviors, and manners commensurate with their capabilities to enhance their quality of life and prepare them for community transition;
- follow established policies and procedures;
- relate well to developmentally disabled individuals and serve as a role model in demonstrating appropriate behaviors;
- follow instructions, keep records, and prepare narrative and numerical reports; including the ability to competently utilize/navigate each individual's electronic master record;
- instruct staff in the theory, practices, and procedures of treatment of developmentally disabled individuals, and to orient new staff to the units;
- establish and maintain good working relationships with staff.